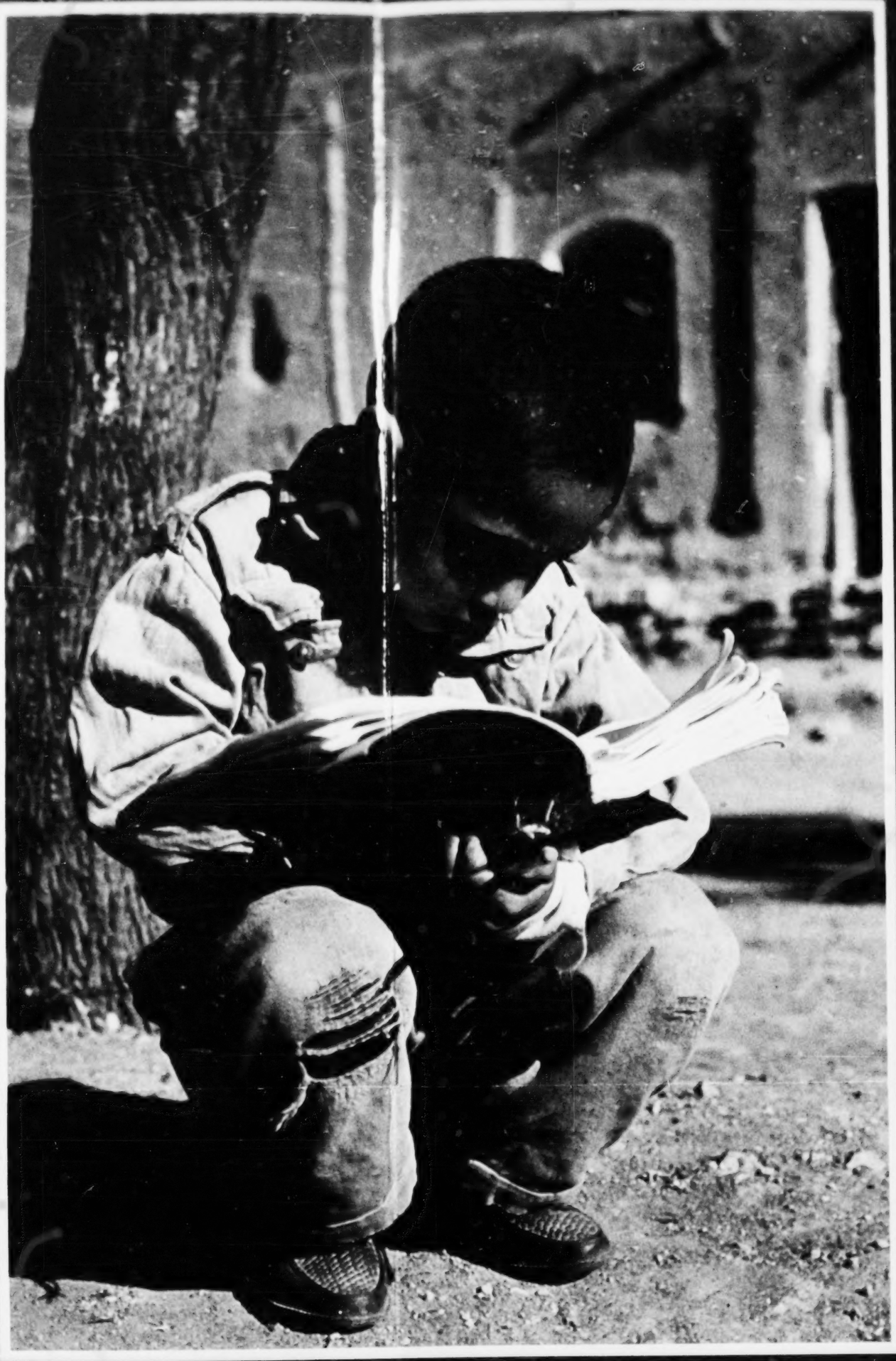
EDUCATION FOR ALL



Education For All records the contribution to education from *all*... If we combine vision with pragmatism, political will with economic resourcefulness, international solidarity with national commitment, the expertise of educators with the fresh contributions of the media, science and technology, the business community, voluntary organizations and many others, then, and probably only then, the struggle to bring Education to All can be won."

Federico Mayor
Director General, UNESCO

So I can learn more what is happening in the world.

So I can read and write a letter.

So I can understand danger signs, safety instructions and medical prescriptions.

So I can look for a better job.

So I'll know who to vote for!

So I won't have to say: I don't know how to sign my name.

So I can help my kids with homework.

So I won't be cheated!

THE POWER OF BASIC EDUCATION

Adult literacy rates by sex, projected % year 1990 - 2000.

	1990		2000	
	M	F	M	F
Sub-Saharan Africa	59.0	36.1	70.2	49.6
Latin America and the Caribbean	86.4	83.0	89.7	87.3
Eastern Asia	85.7	66.4	90.0	75.4
Southern Asia	59.1	32.2	66.2	41.2
Arab States	64.3	38.0	73.1	50.6
Developing countries	74.9	55.0	80.3	63.2
Least Developed countries	51.4	27.9	60.8	37.3
Developed countries	97.4	96.1	99.0	98.0
World total	80.6	66.4	84.6	71.8

Ten countries account for three-quarters of the world's illiterate adults.

Country	*Illiteracy rates (%)*	*Iliterates (millions)*
India	51.8	281
China	26.7	224
Pakistan	65.2	43
Bangladesh	64.7	42
Nigeria	49.3	29
Indonesia	23.0	27
Brazil	18.9	18
Egypt	51.6	16
Iran	46.0	15
Sudan	72.9	10
Total World total		705 948

UNESCO

...co-operates directly with 161 Member States to devise **"Education For All"** strategies;

...assists in preparing projects which countries submit for funding support;

...mobilizes resources from multilateral and bilateral donor agencies;

...conducts research and promotes the exchange of information aspects of basic education such as adult literacy, special education, multigrade teaching, post literacy, reduction of drop-out and repetition rates, curriculum reform and modernization of Koran-schools.

...organizes roundtables, seminars and training courses for education practitioners and scholars;

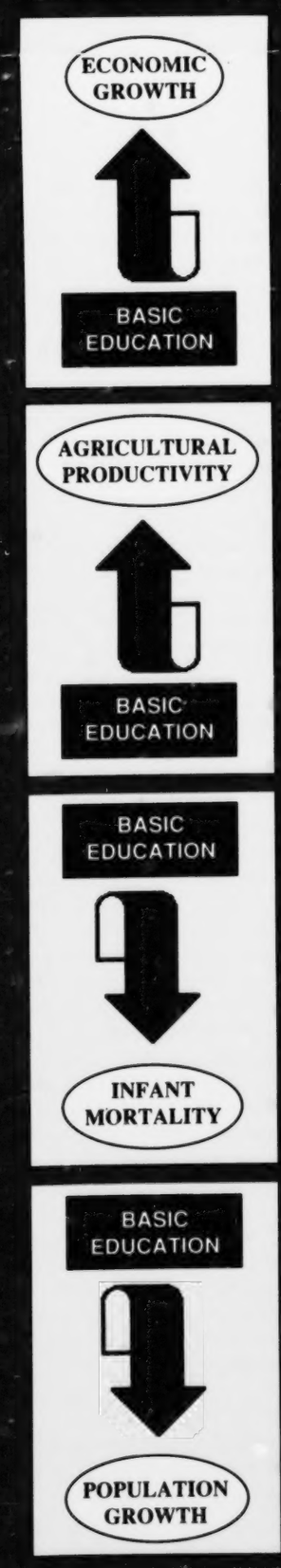
...co-operates with United Nations and other intergovernmental organizations, non-governmental and voluntary organizations and the media to raise public awareness of basic education and promote governmental action;

...supports innovative pilot projects and assists in their successful replication or duplication around the world.

BASIC EDUCATION is...

...education intended to meet basic learning needs; it includes instruction at the first level, on which subsequent learning can be based; it encompasses early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults.

Primary school-age children (6-11 years) not enrolled	*Millions*	*As % of primary school-age population*
Sub-Saharan Africa	38	49 %
Latin America and the Caribbean	8	18 %
Eastern Asia and Oceania	4	19 %
Southern Asia	52	39 %
Arab States	9	30 %
Least Developed Countries	34	52 %



EDUCATION FOR ALL
EDUCATION POUR TOUS
التربية للجميع
EDUCACION PARA TODOS
教育
EDUCATION FOR ALL
ОБРАЗОВАНИЕ ДЛЯ ВСЕХ
UNESCO

THE FACTS

The Universal Declaration of Human Rights proclaims that everyone has a right to education. Yet more than forty years after the historic declaration was signed, the challenge of illiteracy and lack of basic education remains enormous.

Today there are nearly one thousand million adult illiterates in the world, more than one adult in four. Women are more affected than men: in the developing world nearly half of all adult women are illiterate and do not have access to the printed knowledge, skills and technologies that could help them improve their lives and shape their future. In addition, more than 100 million children of primary-school age have never been inside a classroom and are at risk of becoming the illiterate adults of the twenty-first century unless immediate action is taken. Sixty million of them are girls.

While the problem is most acute in developing countries, the industrialized world is also affected. Evidence from surveys indicates that between 10 and 20 percent of the population of the so-called advanced societies lack the essential basic skills of reading, writing, numeracy and problem solving. High drop-out rates and poor learning achievement are commonly recognized problems - in the North as well as in the South.

At the threshold of the new millennium, the earth faces serious global challenges such as mounting debt burdens, rapid population growth, war, violent crime and environmental degradation. Literacy and basic education are important, if not crucial, as they provide a way of liberating and mobilizing minds to combat these problems with strength and purpose.

THE GOALS

Faced with these stark facts and their devastating consequences for development and progress, UNESCO has made basic education its absolute programme priority. It has joined hands with the United Nations Development Programme, UNICEF, the World Bank and 18 other countries and organizations to promote ***Education For All (EFA)***, a historic, global campaign to provide ***basic education for all - children and adults - before the year 2000.***

Why now? Because if present trends in the provision of basic education continue, the goal of Education for All will never be reached. That is why NOW is the time for action - the time to begin building a better tomorrow through education.

The EFA initiative led to the *World Conference on Education for All (WCEFA)*, which took place in Jomtien, Thailand, 5-9 March 1990, early in International Literacy Year. Attended by 1,500 participants representing 155 governments and as many organizations, the Conference adopted a world declaration calling for action.

Three targets were set which each country will use as guidelines for determining their own educational goals:

** Make basic education available to all children, youths and adults.*

** Improve learning achievement for an agreed percentage of an age group (for example 80 percent of 14-year olds) which will be able to equal or surpass nationally defined levels of learning achievement.*

** adult illiteracy rate to one-half of its 1990 level by the end of the ...ade, and significantly reduce the disparity between male and female ...racy rates.*

Impossible goals ? The challenge of EFA may appear daunting, but a mix of renewed political will, international solidarity and new partnerships can make it possible. Many countries, despite economic hardship and recession, are maintaining and even increasing resources for basic education. With careful planning others can do the same.

THE VISION

Until now, educational development has been measured by such yardsticks as student enrolment, the number of schools constructed and teachers trained. The ultimate objective has been to provide schooling for all children of primary school age (6-11 years). However, merely placing a child in school does not guarantee effective learning. As the Jomtien Declaration puts it:

"Whether or not expanded educational opportunities will translate into meaningful development - for an individual or for society - depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills and values."

The EFA initiative calls for an expanded vision of basic education which emphasizes:

Access and Equity

The most urgent priority is to ensure access to and improve the quality of education for girls and women. "Literacy for women is the most important single factor in the reduction of mortality of children," says James P. Grant, Executive Director of UNICEF. "The children of more educated mothers have a greater chance of survival and of healthy growth than those of the less educated or illiterate," he adds. And if the mother is educated, chances are greater that her children will be educated too.

Several approaches can help boost literacy among girls and women: increase the number of female teachers; sensitize parents to the benefits of educating their daughters; provide day-care facilities for young children; design literacy and practical skills programmes for women, etc.

A commitment should also be made to other groups left out of the mainstream of educational development such as the urban poor, street and working children, rural and remote populations, nomads and migrant workers, racial and ethnic minorities and refugees. For children with physical or mental disabilities, special efforts should be made to ensure the benefits of an education.

Focussing on Learning

Getting children into school and adults into literacy classes is not enough. What is important is what these children, men and women actually learn there. Today, the quality of education in many parts of the world is seriously deficient and irrelevant, and millions of pupils leave school without the skills, attitudes or knowledge to improve their lives, make informed decisions and continue learning. But this can be changed. Some countries have succeeded in boosting the quality of education by introducing a range of measures such as improving the status and motivation of teachers, making curriculum more relevant to the learners' needs, strengthening the institutional capacity of the education system, introducing active and participatory teaching methods and giving communities a larger role in school management.

Where there is a will there is a way.

New Approaches

Early childhood care and stimulation within the family and community are important for a child's development and can improve learning at school. And until primary schooling becomes universal, alternative programmes with high learning standards should be encouraged for those children who have little or no access to school and for adults who never got the opportunity. Out-of-school and in-school programmes can also be strengthened by the careful use of new technologies. The mass media can be a powerful tool to convey basic knowledge about issues essential to people's lives, such as health, nutrition, fertility, agricultural techniques and the environment.

All channels of communications must be tapped - radio, television, newspapers, oral traditions, storytelling, theater etc.

The Partners

Partnerships are crucial for the EFA initiative. While governments bear the prime responsibility in providing education to their population, all sectors of society should contribute. A real education pact should be formed between governmental agencies, family and community organizations, non-governmental and other volontary organizations, teachers' unions, employers, the media, universities, religious bodies, the family of United Nations agencies and multilateral and bilateral donors.

All of us can, and should, play a vital role in providing Education for All.

READEX
FICHE

THE COST

There is no shortcut to education. New financial and human resources are needed to meet the basic learning needs of all.

While it is difficult to measure the exact cost of providing Education for All before the year 2000, one study presented at Jomtien estimated that the additional running costs arising from the expansion of school systems could average US$5,800 million per year through the 1990s. This is certainly a vast amount, but it is not beyond our means.

The annual cost by the mid-1990s, for example, would be the equivalent of only two days' military spending by the industrialized countries, or only one week of military spending in the developing world. The cost of one nuclear submarine alone would finance the annual education budgets of 23 developing countries and meet the needs of 160 million school children.

Such a re-allocation between sectors may be necessary, and it will pay off. Also, some developing countries have tried innovative methods in traditional basic education and have thereby managed to do more with less. Time, energy and funding directed to basic education is, according to the WCEFA Declaration, the "most profound investment in people and in the future of a country which can be made."

UNESCO's ROLE

UNESCO is the lead agency of the United Nations system for education. It has worldwide responsibilities and sets up global activities in education of interest to all Member States.

Since its creation in 1945, UNESCO has emphasized that education is a human right, a key component of development and of all efforts to promote peace, progress and democracy. By conducting research and encouraging countries to carry out national campaigns, the organization has helped bring literacy and basic education to millions.

UNESCO was the lead agency for International Literacy Year 1990, which mobilized public opinion, spurred governmental action, and served as a starting point for a decade-long Plan of Action. With four regional programmes to combat illiteracy in Latin America and the Caribbean, Africa, Asia and the Pacific, and in the Arab States, UNESCO's activities are highly decentralized. The Unesco Institute for Education in Hamburg, Germany serves as a network for sharing information and experiences on illiteracy and functional illiteracy in industrialized countries.

The Basic Education Division at Headquarters is charged with promoting and co-ordinating a whole range of basic education services. A steady increase in allocations to this programme is foreseen, both in absolute terms and in relation to total programme expenditure.

UNESCO promotes basic education by advocating a comprehensive dual-track approach: offering quality primary education to all children and increasing the number and relevance of basic education and literacy activities for out-of-school youth and adults.